DOCUMENT RESUME

ED 139 741 SP 011 022

AUTHOR	Caldwell, Robert M.
TITLE	The Acquisition of Specific Teaching Behaviors Through a Teacher Center Consortium and the Effects of Those Behaviors on Pupil Perceptions of the Learning Environment.
SPONS AGENCY	Dallas Independent School District, Tex.
PUB DATE	Apr 77
NOTE	41p.; Paper presented at the Annual Meeting, American Educational Research Association (New York, New York, April 4-8, 1977); For related document, see ED 137 225
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Consortia; Elementary Secondary Education; Field Experience Programs; *Performance Based Teacher Education; *Preservice Education; *Program Effectiveness; Skill Development; Student Evaluation of Teacher Performance; Student Teachers; Teacher Centers; Teacher Education; *Training Techniques
IDENTIFIERS	Competency Indicator Scale; *Texas (Dallas)

ABSTRACT

Based upon the data collected in this research into the effectiveness of the consortium approach to preservice teacher education, such an approach does not seem to offer any special advantages in the acquisition of teaching skills, but did seem to have some positive attitudinal effects and certain benefits for each consortium participant not to be found in traditional preservice programs. Seventy-two preservice teachers in field-based programs in the Dallas Independent School District formed two control and two experimental groups, with the experimental groups receiving extensive consortium-based training in the competencies specified in the Competency Indicator Scale. Training was later extended and reinforced through videotape feedback and supervision. Performance data drawn during and after the subjects' eight-week student teaching experience revealed: (1) no statistically significant difference in posttest achievement on the acquisition of teaching competencies between control and experimental groups; (2) no statistically significant difference in the extent of observable specified teaching behaviors; and (3) no significant difference in the way elementary or secondary students perceived the performance of the experimental or control groups. Appendixes include (1) a model of instruction; (2) a listing of Dallas Teacher Center Competency Clusters; (3) the Competency Indicator Scale; and (4) student-rating questionnaire on student teacher performance. (MB)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED139741

AERA
2220
F

THE ACQUISITION OF SPECIFIC TEACHING BEHAVIORS THROUGH A TEACHER CENTER CONSORTIUM AND THE EFFECTS OF THOSE BEHAVIORS ON PUPIL PERCEPTIONS OF THE LEARNING ENVIRONMENT*

ROBERT M. CALDWELL
SOUTHERN METHODIST UNIVERSITY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A PAPER PRESENTED TO THE SPECIAL INTEREST GROUP ON TEACHER PREPARATION CURRICULUM, THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING, NEW YORK CITY, APRIL 4-8, 1977.

*This research was made possible through funds from the Texas Center for the Development of Educational Systems and the Dallas Independent School District.

SP 011 022

INTRODUCTION

Demand from the public for improved achievement in the basic skills has led educators to consider many new proposals for insuring competence in the teachers they certify. Prominent among these proposals is a system of licensing teachers on the basis of their ability to demonstrate specific teaching behaviors which have a measurable effect on learner achievement. These programs of "Performance Based" Teacher Education are predicated on the assumptions that:

1. Teaching performance can be defined and measured in terms of observable teacher behaviors.

2. Teaching behaviors can be acquired readily by both preservice and inservice teachers.

3. The performance of teaching behaviors by teachers can be assessed by the following means:

   a. Cognitively - Written tests which measure level of knowledge and intellectual skills related to teaching.

   b. Performance - Assessment of the teacher's ability to demonstrate knowledge of teaching skills in actual learning environments.

   c. Consequences - Measurement of the results of the teacher's performance in terms of measurable changes in pupil achievement or attitudes.

A concomitant assumption is the notion that the development of teacher competence can be most effective when it becomes a shared responsibility between university teacher training programs and public school districts. Growing interest in the development of teacher centers in many states stands as strong support for this belief. These centers are usually organized through a cooperative of several institutions of higher learning and a school district and direct their major activities toward the placement and training of preservice and inservice teachers. While much has been written about these teacher centers and their relative merits, little research has been done to indicate that this approach to teacher education has any particular advantages not presently offered by university teacher preparation programs operating independently or by ongoing personnel development programs in school districts.

During the 1975-76 school year the Dallas Teacher Center Project conducted extensive research to investigate the effectiveness and feasibility of training teachers in a cooperative setting. Specifically, the research was directed at answering the following questions:

1. Can teaching competencies be acquired by preservice elementary and secondary teachers through a cooperative program of multi-institutional decision-making and strategy implementation?
2. To what extent are those behaviors observable in actual classroom performance?
3. Does this teaching behavior have any causal relationship to desired learner outcomes?

THE DALLAS TEACHER EDUCATION CENTER

The Teacher Education Center established by the Dallas Independent

School District operates as an educational cooperative between the school district and eight institutions of higher learning in the North Texas area. These institutions include Bishop College, Dallas Baptist College, East Texas State University, North Texas State University, Prairie View A&M University, Southern Methodist University, Texas Woman's University, and The University of Texas at Dallas. The Teacher Center also receives active support from professional organizations, the Texas Education Agency, Region X Educational Service Center and many community agencies.

This cooperative Teacher Center provides many obvious advantages. Fox example, it offers:

1. A comprehensive information and resource system available for the improvement of both inservice and preservice teacher education.

2. Field based centers for area university and college teacher preparation efforts. Students not only utilize the wealth of resources available at the center but also gain valuable experience from working in actual classroom settings.

3. Programs of inservice preparation and improvement which give specific emphasis to problems common to teaching in an urban setting.

4. Resident Graduate credit through the teacher center for teachers unable to travel long distances to individual campuses.

5. A cooperative competency based teacher preparation program to aid in staff improvement and evaluation.

6. The placement and supervision of field experiences and student teaching for participating colleges.

7. Comprehensive teacher education programs which focus on the particular needs of a large urban school system. These programs cover a wide range of topics related to eliminating all policies and practices which discriminate against any individual or group because of race, sex or economic background.

Teacher center activities also include School Based Teacher Education for the improvement of supervising teachers, curriculum development efforts and general inservice education which emphasizes flexibility, capacity for self-renewal, receptivity to change and improved human relations.

CENTER ORGANIZATION

The Dallas Independent School District is divided into five subdistricts. Four strategically located teacher centers presently conduct ongoing activities such as those mentioned above for each subdistrict. Each center is operated by a staff of professionals which include resource teachers, college and university representatives (two universities assigned to each of the four teacher centers), and clerical support services.

The Dallas Teacher Center is governed by a forty-five member advisory council which includes representatives from the District, the eight colleges and universities, professional education associations, the Texas Education Agency, the regional education service center, and the community. The council governs the center with by-laws established by the partners and within the legal constraints imposed on the various partners. A more complete discussion of the Teacher Center, its function and governance can be found in Caldwell and Childs (1977).

IDENTIFICATION OF TEACHING COMPETENCIES

In the fall of 1973 university representatives, Dallas Independent School District administrative personnel, officers from the Classroom Teachers of Dallas, and members of the teacher center staff began work to identify competencies specific to preservice and inservice classroom teachers. Extensive review of the literature on teaching effectiveness and consultation with a variety of prominent educators resulted in a competency model which included behaviors deemed necessary for teachers if they were to affect significant changes in the affective and cognitive development of the pupils they teach. (Appendix A)

In the spring of 1975 the opinions of 1548 classroom teachers, administrators and other professional employees were solicited through an extensive questionnaire regarding the appropriateness of these behaviors to real classroom settings. Their favorable responses (Caldwell, et al, 1977) served as a tentative validation of the competencies and steps were taken to implement the model in preservice and inservice training activities.

DEVELOPMENT OF THE COMPETENCY INDICATOR SCALE (CIS)

The competency model was formulated on systems theory. It was felt that teaching behaviors directed at developing cognitive growth in children should include the ability to:

1. Establish objectives specifically related to learner outcomes.
2. Assess learner entering behavior relative to the stated learner outcomes.
3. Determine, develop and utilize a variety of both teaching strategies and learning materials compatible with the desired learner outcomes.

4. Evaluate instruction in terms of the stated objectives and use that evaluation to make decisions about the contribution of each component to the effectiveness of the compiete learning system.

The child's cognitive development, however, while critical to his growth, comprises only one-half of the teacher's total educational_responsibility. The full measure of a teacher's effectiveness is in his or her ability to help a child grow both cognitively and affectively. Development of self-esteem, sensitivity to the needs of others, the ability to evaluate values and accept responsibility for his or her actions and the ability to set and act upon goals are but a few of the many non-cognitive characteristics which must be nurtured by a successful teacher. Many educators, in fact, feel that the development of these traits could have a significantly more lasting effect on children than any other dimension of their educational experience. Certainly a positive learning environment and a sensitive teacher contribute heavily to cognitive and affective growth.

Given the importance of the affective dimension, this domain became the central focus for the research on the effectiveness of training teachers in a cooperative environment.

Specifically, teacher behaviors were identified that seemed to contribute significantly to the establishment of a favorable learning environment (Cluster 5.0: Classroom Atmosphere). These behaviors were translated into an instrument (Competency Indicator Scale) which could be used for observing teaching skills as they were made manifest in actual classroom settings. Behavioral indicators were then derived for each of the following categories of behavior:

1. Making assignments and giving directions
2. Physical movement within the classroom
3. Teacher-student interaction patterns
4. Respect for the language usage of students
5. Respect for the values of students
6. Use of praise and encouragement
7. Acceptance of the ideas of students
8. Demonstration of polite concern for students
9. Questioning skills
10. Management of classroom behavior

Within each category indicators of behavior were set in a scale which ranged from least desirable to most desirable. The full range of these behaviors can be observed in the complete Competency Indicator Scale (CIS) included in Appendix B.

RESEARCH DESIGN AND PROCEDURES

In the spring of 1976, seventy-two (72) subjects were randomly selected from the total number of preservice teachers receiving field based teacher education in the Dallas Independent School District. Using a table of random numbers, the sample was stratified to include equal representation of elementary and secondary teachers and equal representation from each of the universities represented in the consortium (six elementary and six secondary for each of the six universities which participated).

Two control groups and two experimental groups were set in a Solomon Four Group Design (Campbell and Stanley, 1963) to control the effects of pretesting and to test the effect of videotape feedback. The research model is illustrated in Figure 1.

	VIDEOTAPE FEEDBACK			NO VIDEOTAPE FEEDBACK	
CONTROL	O_1 Pretest		O_2 Posttest	O_2 Posttest	
EXPERIMENTAL	O_1 Pre-test	X Treat-ment	O_2 Posttest	X Treatment	O_2 Posttest

FIGURE 1

With experimental and control groups lacking feedback, both the main effects of feedback and the interaction of feedback and treatment are determinable. In this way, not only is generalizability increased, but, in addition, the effect of the treatment is replicated in four different manners (Campbell and Stanley, p. 25).

The control group consisted of thirty-six (36) elementary and secondary preservice teachers equally divided. The experimental group was made up of an equal number. No provision was made for the type of school setting or for the particular teaching assignment of each subject.

TREATMENT

The experimental group received intensive training in the competencies specified in the Competency Indicator Scale (CIS). This training was initiated in a series of two, three day workshops conducted by the university representatives (coordinators) and Dallas Independent School District Staff. The training was later extended and reinforced through videotape feedback and supervision throughout the subjects' eight week student teaching experience. The control group, of course, received no training but some did receive videotape feedback on their teaching performance.

DATA COLLECTION INSTRUMENTS AND PROCEDURES

Data on preservice teacher performance was obtained from a variety of sources.

1. Teacher Situation Reaction Test - A paper pencil test directed at assessing the level of knowledge and understanding of the competencies (behaviors) specified in the treatment. This instrument was used as a pretest and posttest. The posttest was

administered to both experimental and control groups after student teaching had been completed.

2. Competency Indicator Scale - A criterion referenced observation instrument used to assess the preservice teacher's ability to demonstrate knowledge of the specified teaching skills in actual learning environments. This scale was used to collect data on classroom performance from three sources:

   a. Supervising Teachers

   b. Student teacher self ratings

   c. Pupils

   d. Objective Observers

Pupils used the CIS in a questionnaire format adapted to elementary and secondary children. The instrument used with secondary students is included in Appendix C.

Objective observers were used to collect observational data from video tapes which were made on each member of the experimental and control groups. It was hoped that use of impartial observers would reduce institutional bias in the evaluation of classroom performance and consequently add greater validity to the findings. Videotape was useful also in that the observers could review the tapes as many times as was necessary to make an accurate assessment of the behaviors being observed and observation could be done at the observers' convenience.

Two, thirty-minute segments of each preservice teacher's classroom performance was videotaped over the eight week student teaching period leaving at least two weeks time between each taping session. To test the effects of videotape feedback, half the members of the experimental and half the members of the control were provided with feedback while the other half were not.

The outside observers had no knowledge of the preservice teachers institutional affiliation or of which videotape they were observing, first or second.

Training sessions were conducted for the observers and inter-rater reliability was established. All observers were experienced educators who were well founded in the use of various observation instruments.

RESULTS

Performance data were analyzed for presence of interaction of assessment and treatment using Analysis of Variance and Covariance including repeated measures. These analyses revealed the following comparisons:

Question One: Can teaching competencies be acquired by preservice elementary and secondary teachers through a cooperative program of multi-institutional decision-making and strategy implementation?

The acquisition of the specified teaching competencies by the experimental and control groups was measured by their score on the Teaching Situation Reaction Test, a standardized paper-pencil test. Table 1 indicates slight observed differences in posttest achievement for experimental and control but these were not statistically significant.

TABLE 1

Posttest Achievement on the Teaching Situation Reaction Test (TSRT)

	Mean	F	P
Experimental	443.06	0.170	0.6814
Control	442.96		

Based on these data, our conclusion was that both groups had achieved at least a cognitive recognition of the competencies despite the fact that

the control group had not participated in the Teacher Center training. Therefore, the efforts of the Teacher Center Consortium seemed to make little difference in the preservice teachers' acquisition of the specified teaching behaviors.

Question Two: To what extent were the specified teaching behaviors observable in actual classroom performance?

As mentioned earlier, data on teaching behaviors observed in actual classroom environment were collected from supervising teacher ratings, student teacher self-ratings, and objective observers using the Competency Indicator Scale. Tables 2-6 summarize comparisons of these ratings for the experimental and control groups.

TABLE 2

Supervising Teacher Ratings

	Mean	F	P
Experimental	41.85		
		0.802	0.3751
Control	40.24		

Significant differences between supervising teacher ratings for experimental and control groups were not present, but it was encouraging to note that differences favoring the experimental group were observed in eight of the ten categories of behavior even though they did not reach significance.

Table 3 indicates that similar results were obtained from the preservice teacher self-ratings; statistical differences could not be found in the ratings of experimental and control preservice teachers.

TABLE 3

Preservice Teacher Self Ratings

	Mean	F	P
Experimental	41.9		
		0.198	0.6582
Control	41.4		

Data collected from videotapes by outside observers revealed interesting differnces between experimental and control groups on the first videotape, but this difference is not observed in the second videotape.

Table 4 presents statistically significant differences between experimental and control groups on the first videotape, but this difference is not observed in the second videotape.

TABLE 4

Outside Observers' Ratings: First Videotape

	Mean	F	P
Experimental	30.0	3.537	0.0656
Control	33.1		

TABLE 5

Outside Observers' Ratings: Second Videotape

Experimental	34	0.008	0.9287
Control	34		

The implication in this finding seems to be that some degree of growth occurred in the experimental group while the control showed little difference between the first and second videotape.

Table 6 reveals encouraging findings regarding the effects of videotape feedback.

TABLE 6

Effects of Videotape Feedback Vs. No Feedback for Experimental and Control Preservice Teachers

	Mean	P
First Videotape		
Feedback Group	33	.05
No Feedback Group	30	
Second Videotape		
Feedback Group	36	.15
No Feedback Group	32	

In both instances, students who received videotape feedback on their classroom performance were observed to manifest more desirable teaching behavior than those who did not, regardless if they were experimental or control. This finding could have significant implications for using videotape to help preservice and inservice teachers acquire teaching behaviors.

Question Three: Does acquired teaching behavior have any causal relationship to desired learner outcomes?

In this study, we were particularly interested in observing pupil perceptions of the learning environment created by the preservice teacher. Measures of pupil perceptions were taken using a CIS modified so that it could be understood by elementary and secondary students. Table 7 summarizes the results.

TABLE 7

Pupil Perceptions of the Learning Environment

	Mean	F	P
Experimental	79.62	4.905	0.0322
Control	83.70		

These were by far the most discouraging of all our findings. The observed difference favoring the control is significant at the .03 level. However, further analysis of these data using a simple t test revealed no significant difference in the way elementary or secondary students perceived the performance of the experimental or control groups. Table 8 illustrates these comparisons.

TABLE 8

Elementary and Secondary Pupil Perceptions of the Learning Environment

	N	Mean	SD	t	p
Elementary					
Experimental	16	83.5	7.4	1.47	.156
Control	18	75.8	20.6		
Secondary					
Experimental	7	83.16	6.18	.74	.473
Control	7	81.04	4.30		

It is interesting to note that while comparisons of elementary and secondary pupils did not reach significance, mean differences favoring both elementary and secondary teachers in the experimental group were present. The contradiction in our analysis of the total pupil ratings for experimental and control and the comparisons of elementary and secondary remains unexplained until possible errors in data analysis can be explored.

ANCILLARY DATA

Comparisons of experimental and control preservice teachers drawn from a variety of data sources poses the unsettling problem of which source offers the most accurate indicator of teaching performance. In an attempt to answer this question, multiple correlations were performed using the Pearson Product Moment Correlation. Relationships were sought among the ratings of supervising teachers, pupils, student teacher self-ratings, the two observations of videotaped teaching performance from outside observers and posttest scores on the Teacher Situation Reaction Test. Table 9 summarizes these comparisons.

TABLE 9

Pearson Correlation Coefficients for Ratings of Teaching Performance (N = 48)

Description	Supervising Teacher	Self Ratings	Posttest Score	Tape 1	Tape 2
Supervising Teacher					
Coefficient	1.000	.3817	.1986	.0400	.0807
Significance	.001	.004	.088	.393	.293
Self Ratings					
Coefficient	.3817	1.000	.3039	.0906	.0042
Significance	.004	.001	.018	.270	.482
Posttest Score					
Coefficient	.1986	.3039	1.000	.0068	.2894
Significance	.088	.018	.001	.482	.023
Videotape 1					
Coefficient	.0400	.0906	.0068	1.000	.3316
Significance	.393	.270	.482	.001	.011
Videotape 2					
Coefficient	.0807	.0042	.2894	.3316	1.000
Significance	.293	.482	.023	.011	.001

These correlations yielded a number of significant findings. First, significant correlations were found between supervising teacher and student teacher self ratings. This fact in itself was not surprising, but both of these ratings also correlated significantly with posttest measures of teaching performance. The implication in this finding for us was that because supervising teacher and self ratings correlated significantly with an objective measure such as posttest score, some validity must be given to the perceptions of these two groups.

A further correlation between posttest and the outside observers' ratings of videotaped performance implied that if posttest scores on a test on knowledge of teaching skills correlated with evaluations of actual classroom performance, taken together they could provide a fairly accurate measure of classroom performance.

Positive correlations between Videotape 1 and Videotape 2 indicated that differences observed in teaching performance between tape 1 and tape 2 represented consistent progress across teaching performance; student teachers who received low ratings on their first videotape also received low ratings on the second tape. This phenonmenon was consistent with student teachers who received high ratings on their teaching performance.

CONCLUSIONS

Based on the data collected, the Teacher Center Consortium did not seem to offer any special advantages to helping preservice teachers acquire and demonstrate teaching skills that contribute to the creation of a positive learning environment. The cooperative effort, however, did seem to have some positive effects on the program participants.

Preservice teachers who participated in the consortium training program

were given a questionnaire at the end of their training to assess their attitudes toward the consortium approach. An analysis of these data revealed that student teachers perceived the training to be a very valuable experience. The major findings regarding student's perceptions are as follows:

1. Eight-five percent of the participants found the workshop to be extremely valuable or of some practical value. This suggests that the consortium setting can be a practical way to cover topics related to student teaching.

2. Eighty-five percent of the student teachers indicated that the topics covered in the training gave them new insights or prospectives not covered in their campus based education courses. This clearly suggests that a consortium model can allow university and school district personnel an opportunity to identify and develop topics for preservice teacher education that might provide a more meaningful experience for prospective teachers.

3. Eight-five percent of the participants indicated that hearing presentations from representatives from universities and the Dallas Independent School District was extremely valuable or somewhat beneficial. This seems to indicate that the consortium approach to preservice training offers an advantage that cannot be held by one institution.

4. Eighty-five percent of the participants expressed the opinion that the opportunity to work with student teachers from other universities was extremely valuable or of some practical benefit. The workshop offered students an opportunity to exchange ideas with peers from sister institutions that would not have been available otherwise.

IMPLICATIONS

Implications for Universities

Universities traditionally have maintained the major responsibility for preservice teacher education. When this responsibility is shared with trained professionals in real learning environments, however, certain advantages seem to be offered. In the cooperative atmosphere of the learning center the student has the opportunity to:

1. Expand on the knowledge gained in their education courses.
2. Exchange and share ideas with peers from other institutions.
3. Work with a variety of experts from both the school district and university.

Universities receive many advantages also as a result of this relationship. Universities will have:

1. Real classroom settings available for use in their preservice program.
2. Materials and human resources from the school district and sister institutions.
3. The opportunity to put theory into practice with preservice teachers before they enter the profession.

Implications for School Districts

School District personnel are products of the teacher training institutions. Frequently, they find that the practitioner needs additional skills not gained in education courses. The shared relationship between institutions of higher education and school districts offers districts the opportunity to provide meaningful input into shaping teacher training programs. School districts also receive valuable assistance from university professors in the planning and implementation of inservice programs.

Implications for Teacher Center Consortia

The researchers were encouraged by the overall enthusiasm and progress shown by the student teachers toward the consortium approach. Their overall acceptance of the concept of being trained in a cooperative effort indicated, we thought, that teacher training in a setting of shared responsibility could have extensive benefits for perspective teachers. Some of these benefits include:

1. A more serious attitude on the part of preservice teachers toward learning to teach. The participating school district personnel added a sense of reality and immediacy about the problems these teachers would face and the kinds of solutions they could expect.
2. Sharing experiences with students from other institutions and exposure to a wide variety of university staff who posssessed many levels of expertise and experience.
3. A more intense concentration on mastering specific teaching behaviors through microteaching and videotape feedback and teaching skills analysis.
4. Exposure to a wider range of learning materials (e.g. tapes, films, human resources) than any single univeristy could provide.
5. A setting that is highly conducive to cooperative efforts (the Teacher Center).

In short, a shared responsibility between a school district and several universities for training teachers in a large metropolitan school district seemed to offer enough diverse advantages to make it a worthwhile alternative to teacher education and possibly teacher certification. Certainly more extensive research is needed before definitive answers can be found.

BIBLIOGRAPHY

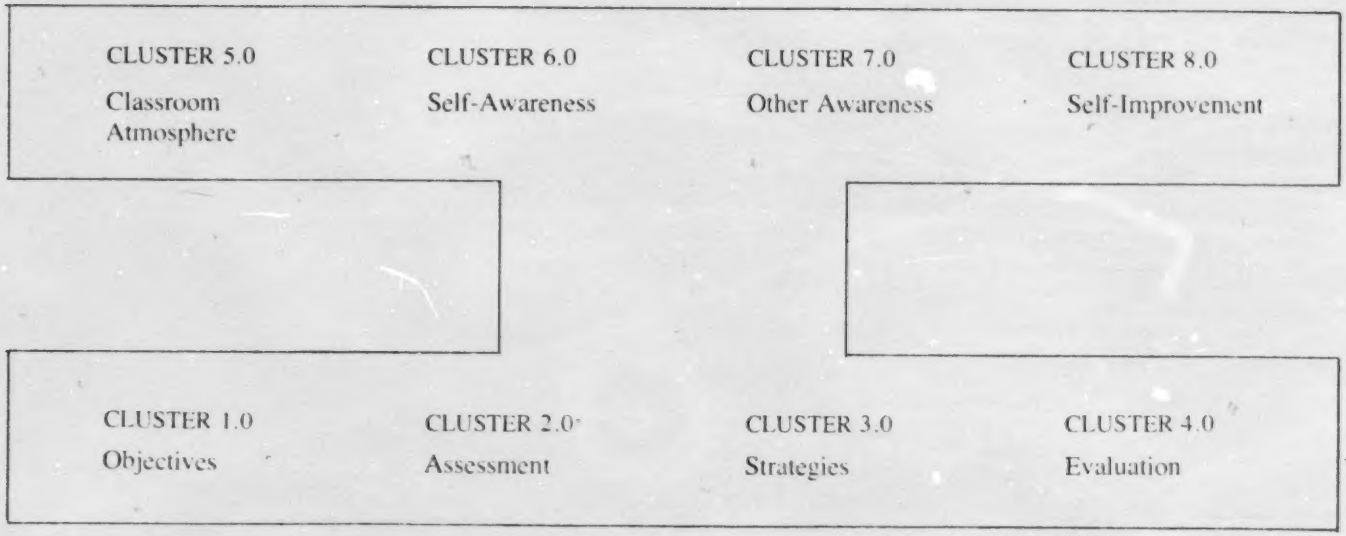
Caldwell, R. M. and Childs, H. Acquisition of Specific Teaching Behaviors Through a Teacher Center Consortium, Paper presented at the Conference on Innovative Education: Preservice through Inservice, Georgia State Univeristy, Atlanta, Georgia, January 31 - February 2, 1977.

Caldwell, R. M., Childs, H., et. al. A Study of the Relationships Between Specific Teaching Behaviors Acquired Through a Cooperative Teacher Center Project and Learner Perceptions of Classroom Atmosphere. Dallas: Dallas Independent School District Research Monograph, 1977.

Campbell, D. T. & Stanley T. C. Experimental and Quasi-Experimental Designs for Research. Chicago: Rand McNally and Company, 1963.

APPENDIX A

DALLAS TEACHER CENTER
MODEL OF INSTRUCTION



DALLAS TEACHER CENTER

COMPETENCY CLUSTERS

CLUSTER 1.0: OBJECTIVES

The pre and inservice teacher will:

1.1 Distinguish between instructional goals and behavioral objectives

1.2 Write behavioral objectives containing the three elements proposed by Robert Mager for knowledge, skills, and attitudes to be acquired.

1.3 Identify the domain and level of each objective.

1.4 Establish appropriate short and long-range curricular goals.

1.5 Develop and use behavioral objectives in appropriate instructional sequences.

CLUSTER 2.0: ASSESSMENT

The pre and inservice teacher will:

2.1 Select and use well-designed written instruments for determining the needs, interests, and abilities of students.

2.2 Interpret accurately from cumulative records information about each student.

2.3 Develop and use informal inventories for determining the needs, interests, and abilities of students.

2.4 Restructure behavioral objectives for students as based upon their readiness levels and teacher's capabilities.

2.5 Use continuous evaluation of own and students' progress.

CLUSTER 3.0: INSTRUCTIONAL STRATEGIES AND ACTIVITIES

The pre and inservice teacher will:

3.1 Determine and use most appropriate instructional strategies for achieving objectives: (e.g., group processes, demonstration, independent study, simulation, sociodrama, discussion techniques, projects, drama, and inquiry.

3.2 Prepare and use new materials as anticipated to achieve objectives.

3.3 Select and use appropriate resources, materials and equipment for achieving objectives.

3.4 Demonstrate correct use of specific teaching skills: (e.g., closure, set induction, reinforcement procedures, questioning, planned repetition.)

CLUSTER 4.0: EVALUATION

The pre and inservice teacher will:

4.1 Select and/or develop and use a well-designed written test (objective or subjective) or instrument for evaluating the knowledge, skill, and/or attitude objectives.

4.2 Develop and use effectively informal appraisals for evaluating the knowledge, skills, and/or attitude objectives.

4.3 Evaluate and interpret accumulated evidence relative to attainment of knowledge, skill, and/or attitude objectives.

4.4 Analyze own teaching relative to accomplishment of objectives.

4.5 Recommend changes in objectives, pre-assessment and/or strategies for students who fail to achieve objectives.

CLUSTER 5.0: CLASSROOM ATMOSPHERE

To maximize teaching and learning the pre and inservice teacher will:

5.1 Use a variety of communication patterns within the classroom.

5.2 Identify differences and similarities in values and background of students.

5.3 Accept these differences and similarities in students' values and backgrounds.

5.4 Provide opportunities for students to evaluate their own ideas in a non-threatening atmosphere.

CLUSTER 6.0: SELF-AWARENESS

To maximize teaching and learning the pre and inservice teacher will:

6.1 Identify his own needs.

6.2 Describe self in essentially positive and realisitc manner.

6.3 Identify openly positive and negative feelings toward self and others.

6.4 Explain reasons for his feelings toward self and others and relative objectivity.

6.5 Allows priority needs of others to supercede own needs in critical incidences.

6.6 Work constructively toward fulfilling his own needs.

CLUSTER 7.0: OTHER-AWARENESS

To maximize teaching and learning the pre and inservice teacher will:

7.1 Enter freely into meaningful relationships with others.

7.2 Identify others' needs.

7.3 Describe others in essentially positive and realistic manner.

7.4 Identify others' positive and negative feelings toward him.

7.5 Explain reasons for others' feelings toward him.

7.6 Develop sensitivity to others' feelings.

7.7 Help others interpret their own behavior and select socially acceptable ways to cope.

CLUSTER 8.0: SELF-IMPROVEMENT

To maximize teaching and learning the pre and inservice teacher will:

8.1 Re-evaluate continuously his own and others needs.

8.2 Identify a variety of alternatives available for effecting self-improvement.

8.3 Develop and implement a plan to effect self-improvement.

8.4 Maintain an openness to the possibilities for self-improvement and educational change.

APPENDIX B

Competency Indicator Scale

1	2	3	4	5
Makes impromtu assignments - unclear confusion. Uses homework as a punishment.	Assignments are made hurriedly. Poorly planned. Threatens class with increased assignments.	Assignment planned; Gives illustrations.	Gives clear, well-planned assignment with appropriate examples.	Gives well planned and varied assignment based on preassessment of student needs/ abilities. A. Gives illustrations and helps class begin. B. Repeats directions and reminds student of due date. C. Motivates assignment
Teacher talk dominates instructional situation. Other interaction activity prohibited.	Some student recitation minimal teacher to student to teacher interaction. Relies heavily on regular volunteers.	Accepts limited interaction. Calls on students regularly and recognizes only solicited responses. Visits with only select students.	Fosters wide variety on interaction: A. encourages non-volunteers. B. Works with individuals. C. Walks around room visiting informally with many.	Encourages class and group interaction; encourages and creates situations where students help each other. Open and supportive to all students on serious and trivial matters.
Stays behind the desk or other physical barriers.	Moves only in a restricted area in a non-goal related way.	Moves generally in teaching area; not correlated with teaching purpose.	Moves freely over teaching area: uses movement for more extensive interaction.	Free movement of teacher among students Uses activity centers in several areas of the room.

1	2	3	4	5
Ignores students; allows little or no choice in actions; shows little interest in the needs or interests of students.	Shows polite concern for pupils (How are you this morning) Allows limited choices.	Listens to concerns of pupils. Discusses values with class or individuals. Makes little attempt at values clarification.	Holds individual conferences with pupils, shows concern for pupils.	Determined effort to identify values and backgrounds of pupils. (e.g. administers interest inventories, engages in well designed values clarification exercies, inquires about student hobbies, interests, provides opportunities for students to demonstrate their interests and abilities).
Ridicules student speech and language usage.	Enforces language etiquette by correcting students' statements.	Provides language usage alternative through modeling and non-threatening behavior.	Accepts content of message without correction of medium.	Utilizes efforts of students to communicate with redirect and restatement. Extends pupils ideas.
Openly discriminates against individuals or groups because of race, ethniticity, or affiliation, makes derogatory comments.	Selects one child or group to perform specific non-academic activity. Favors students with common beliefs, affiliations Imposes a value structure contrary to students value structures.	Allows students to form cliques or groups students in a discriminatory fashion. Ignores, interrupts, rejects pupil comment, questions, or answers to questions.	Encourages interaction between groups, tolerates group differences.	Attempts to clarify ideas and values and point out commonalities in beliefs, listens carefully to each student, waits for each student.

1	2	3	4	5
Openly critical or sarcastic, scowls.	non-reinforcement (ok,uh-huh,silence)	Accepts students ideas or feelings. Encourages student.	Praises and encourages student action, response or behavior, Uses humor to release tension but not at the expense of students.	Accepts and uses pupil ideas. Redirects and clarifies in an attempt to build on student response or behavior.
Scolds students frequently. Uses threats.	Defensive and hostile towards students. Discourages criticism and challenges to authority.	Maintains a serious business-like manner.	Demonstrates confidence and conducts the class with efficiency and good judgement. Demonstrates a sense of humor.	Conducts class in a relaxed, confident manner. Admits mistakes and is willing to compromise. Shows affection for students and is polite and considerate. Protects students and is willing to help them resolve non-academic matters.
Instruction directed at recall.Questions from text, emphasis on facts.	Students made to summarize, paraphrase and put material into their own words.	Situations presented in which learners must see relationships and distinguish differences.	Instruction directed at students utilizing previously learned material to solve a problem or create something new.	Instruction is directed at students making judgements, evaluations and assessment. Students initiate ideas and research.

1	2	3	4	5
No standards of behavior apparent, laissez-faire, accepts hostility and derision from students	Rules enforced inconsistently and unfairly. Asks for cooperation.	Reminds class of rules, tolerates occassional undesireable behavior. Speaks over class noise.	Consistant enforcement of recognized rules, warns student before acting.	Teacher manages class with emphasis on self direction and socially responsible behavior.

APPENDIX C

Circle the number above the phrase that best describes what the student teacher you had this semester did in each situation. Choose ONLY ONE statement for each number.

The student teacher we had this semester:

1. Made sure we knew what to do when he/she gave us assignments

1	2	3	4	5
Always	Most of the time	undecided	Seldom	Never

2. Gave us a lot of examples and explained things clearly

1	2	3	4	5
Always	Most of the Time	Undecided	Seldom	Never

3. Gave us homework when we wouldn't listen

1	2	3	4	5
Always	Most of the Time	Undecided	Seldom	Never

4. Threatened us with more homework if we didn't behave

1	2	3	4	5
Always	Most of the Time	Undecided	Seldom	Never

5. Asked questions and let us talk when she taught us

1	2	3	4	5
Always	Most of the Time	Undecided	Seldom	Never

6. Lectured and did the talking

1	2	3	4	5
Always	Most of the Time	Undecided	Seldom	Never

7.

1	2	3	4	5
Called on everyone as much as possible	Usually called on those who raised their hand	Don't know	Called on the same students most of the time	Hardly ever asked questions

8.

1	2	3	4	5
Moved around the room and answered questions and kept us busy	Stood mostly at the blackboard and didn't come back to check on our work	Undecided	Usually stayed in the same area around the desk	Hardly ever left the same spot

9. 1 Definitely cared about us and tried to get to know us as individuals	2 Cared about our individual problems	3 Undecided	4 Helped us whenever we needed it	5 Showed little interest in us or in our problems
10. 1 Always accepted and respected what we thought and said. Tried to see our point of view	2 Didn't preach to us but tried to get us to see a different point of view	3 Undecided	4 Seemed to value what certain individuals said more than others	5 Embarrased us and insulted us
11. 1 Tried to use what we contributed and seemed to think it was good	2 Praised us when we did things right or got right answers	3 Undecided	4 Usually just accepted what we thought and thought it was OK	5 Usually criticized our work
12. 1 Was relaxed and confident and seemed to know what he/she was doing	2 Was pretty confident. Had a good sense of humor	3 Undecided	4 Was usually business-like and serious	5 Was hostile and defensive. Yell at us a lot
13. 1 Mostly asked us to solve problems based on what we had learned	2 Asked us to make a lot of comparisons between things we had learned	3 Don't know	4 Made us summarize chapters and put things into our own words	5 We answered questions from the book most of the time or did worksheet

14. 1 2 3 4 5

In her/his enforcement of classroom rules of conduct:

Made us behave but did it in a way that we didn't mind	Was fair with everyone. Gave us a chance when we got in trouble	Undecided	Enforced rules unfairly and was not consistent.	Let us do anything we wanted. Was too easy